

## Just Published!

**Why Multimodal Literacies?  
Designing Digital Bridges to 21<sup>st</sup> Century  
Teaching and Learning**

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Graduate School of Education Publications, University at Buffalo  
An imprint of SUNY Press

Designing digital spaces and multimodal bridges to 21<sup>st</sup> century students is the essential educational task of our time. Our ways of living and, most likely, ways of thinking have irrevocably changed because of digital technologies. The computer has been transforming our world and shaping new literacy practices, especially those of millennial youth born after 1981. Moving considerably beyond the technologies of the pencil and the printing press, the computer offers a dazzling array of digital forms, which have extended not just the material basis for literacy, but also its social processes and cultural contexts.

In this volume, the authors provide a rationale for a multimodal view of literacy and demystify its supporting theory and practice. Drawing on a comprehensive body of emerging interdisciplinary theories and work, the authors argue that digital video authoring is a multimodal literacy that provides students with opportunities to bring the cultural and digital resources they have acquired outside of school *into* school learning, to connect themselves to the curriculum, to build deeper understanding of subject-matter concepts, and to develop new identities. The authors provide an overview of the multimodal New Literacies the digital world has generated, they analyze the digital denial of schools and the disconnect of students, and in an urban case study they examine the uses of digital video composing as professional development for teachers as well as a tool for influencing students' engagement, identity, learning, thinking, and achievement. They provide evidence that a multimodal view of literacy will both meet academic goals as well as transcend into students' future personal and civic spaces by encouraging critical power and consciousness.

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